

# FAMILY ENGAGEMENT NEWSLETTER

Topic of the Month: Attention Deficit Hyperactivity Disorder

## Upcoming Statewide Events

### ASW Fall Conference: Welcome to the Awesome of Being Different. Together,

Jennifer O'Toole will present a day-long conference providing smart ideas spoken plainly in ways that challenge veteran professionals and give real hope to families just beginning their spectrum journeys. Pre-registration closes on Monday, September 21st.

Recommend attendees pre-order their book(s) upon registration.

**Date:** Thursday, October 1, 2015  
8:30am-3:30pm

**Location:** WCTC, Pewaukee, WI  
[Information & Registration Link](#)

### Special Education Conference 2015

This conference will offer over 20 sessions that will appeal to regular and special educators working with students with disabilities. Session content will be posted by August 15, 2015. Registration opens 6/1/15.

**Dates:** October 12-13, 2015

**Location:** Kalahari Resort & Convention Center, WI Dells  
[Information & Registration Link](#)

### 2015 Wisconsin Statewide Transition Academy

Offering opportunities for transition-minded youth, parents, community members, agencies, and educators to immerse themselves in information, strategies, and resources related to transition planning to increase successful postsecondary outcomes. Past attendees have enjoyed exploring model programs, hands-on workshops and guidance in best practices in supporting students who are transitioning to college, career and independent living, ages 14-21.

**Date:** October 29-30, 2015

**Location:** Wilderness and Glacial Canyon Lodge, WI Dells

[Information Link](#)

## FAMILY ENGAGEMENT IMPACT

### Simple Accommodations Yielded Positive Outcomes

By Wendy Overturf

A mom with a fourth grader recently shared some of the frustrations she was having concerning her son. He had a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) and was receiving special education services. He was in the general education classroom for almost all of the school day. Formal testing indicated that his intellectual abilities were in the average to above average range. Yet, he had difficulty with test taking and more specifically was not passing the required tests on multiplication facts, even when he was given extended time. On progress reports, the teacher reported that he would not finish the page and left many answers blank. The mom had a difficult time understanding this as she worked with her son with flash cards and knew that he did know his multiplication facts. She could not understand why he was unable to complete the worksheets.

She decided to do a bit of investigation on her own and become more familiar with some of the "problems" children with ADHD might experience in school. She reviewed many of the online resources and learned that many people with ADHD don't have a shortage of attention but rather, they pay too much attention to everything. ([see article](#)) With that concept in mind, she searched for accommodations that might be appropriate and considered on his IEP that would help him with his test taking. Accommodations on an IEP are designed to give the child ways to learn and demonstrate knowledge of the same material as other kids their age. Accommodations don't change what a child learns, but how he or she learns material or how assessment is handled.

After looking on the internet at some of the more common accommodations for children with ADHD, she thought she might have a solution. Knowing that her son knew the facts when she presented them individually, she thought that perhaps seeing an entire page of problems on a page was just too overwhelming for him and caused him not to be able to focus. She had read that presenting the child with only a few problems at a time, or cutting the worksheet in strips and giving only one strip at a time, might help. She tried that at home, and it seemed to help. Therefore, the mom requested an IEP meeting and talked to the IEP team about this accommodation and asked that it be included in the IEP. The team agreed and to the delight of all involved, this simple accommodation improved the student's test taking in all his subjects.



This brief vignette illustrates the critical role parents play as part of an IEP team. It also reinforces the importance of parents becoming familiar with resources related to their child's disability.



## Upcoming Statewide Events

Wisconsin Dept. of Public Instruction  
Two Day Autism Training s:

- **Autism Essentials Across the School Day**  
Oct. 6 & 7, 2015, Wausau or  
Jan. 26 & 27, 2016, Oshkosh
- **Teaching and Supporting New Behaviors**  
Nov. 3 & 4, 2015, Wausau or  
Feb. 23 & 24, 2016, Oshkosh
- **Early Childhood Autism Essentials Across the Day**  
Oct. 20 & 21, 2015, Johnson  
Creek
- **Addressing Social Understanding Needs of Students with Autism**  
Mar. 8 & 9, 2016, Wisconsin Dells
- **Supporting Visual Learners and Their Neurology**  
Jun. 21 & 22, 2016, Johnson  
Creek

[Information & Registration Link](#)

**State Superintendent's  
Conference on Special Education  
& Pupil Services Leadership  
Issues-**

**Date: October 20-21, 2015 \***

On Monday, **October 19, 2015**,  
there will be a Public Forum from  
5:00 – 6:30 p.m.

**Location:** Glacier Canyon Lodge,  
Wilderness Resort, WI Dells

[Information & Registration Link](#)

### Your Child Can Work!

This is a no cost informational  
evening provided by the Division  
of Vocational Rehabilitation  
(DVR), Aging and Disability  
Resource Center (ADRC), the  
Wisconsin Statewide Parent  
Educator Initiative (WSPEI) and  
the Transition Improvement  
Grant (TIG).

**Date:** November 3, 2015:

5:30-8:30 pm

**Location:** CESA 1,  
N25 W23131 Paul Rd., Ste 100  
Pewaukee, WI 53072

[Information & Registration Link](#)

## RESEARCH TO READ

### Parent Attendance and Homework Adherence Predict Response to a Family-School Intervention for Children with ADHD

Clarke, Angela T., Marshall, Stephen A., Mautone, Jennifer A., Soffer, Stephen L., Jones, Heather A., Costigan, Tracy E., Patterson, Anwar, Jawad, Abbas F., & Power, Thomas J. *Journal of Clinical Child & Adolescent Psychology* 44:1 (2015): 58-67. DOI:10.1080/15374416.2013.794697

[Article Link](#)

**Abstract:** This study examined the relative contribution of two dimensions of parent engagement, attendance and homework adherence, to parent and child treatment response and explored whether early engagement was a stronger predictor of outcomes than later engagement. The sample consisted of parents of participants a 12-session evidence-based family-school intervention for children with attention-deficit/hyperactivity disorder. Attendance was assessed using clinician records, and homework adherence was measured by rating permanent products. Outcomes included parent and teacher ratings of family involvement in education,

parenting practices, and child functioning. Accounting for the contributions of baseline scores and attendance, homework adherence was a significant predictor of parental self-efficacy, the parent-teacher relationship, parenting through positive involvement, and the child's inattention to homework and homework productivity. Accounting for the contribution of baseline scores and homework adherence, attendance was a significant predictor of one outcome, the child's academic productivity. Early homework adherence appeared to be more predictive of outcomes than later adherence, whereas attendance did not predict outcomes during either half of treatment. These results indicate that, even in the context of evidence-based practice, it is the extent to which parents actively engage with treatment, rather than the number of sessions they attend, that is most important in predicting intervention response. Because attendance is limited as an index of engagement and a predictor of outcomes, increased efforts to



develop interventions to promote parent adherence to behavioral interventions for children are warranted.

### Promoting Family and School Success for Children with ADHD: Strengthening Relationships While Building Skills

Mautone, J. A., Lefler, E. K., & Power, T. J. (2011). *Theory into Practice*, 50(1), 43-51. doi:10.1080/00405841.2010.534937

[Article Link](#)

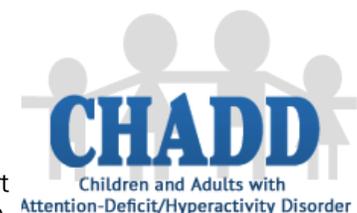
Children with ADHD typically experience significant impairment at home and school, and their relationships with parents, teachers, and peers often are strained. Psychosocial interventions for ADHD generally focus on behavior change in one environment at a time (i.e., either home or school); however, unisystemic interventions generally are not sufficient. The purpose of this article is to describe a family-school intervention for children with ADHD. In addition, program strategies and theoretical bases are discussed.

## STATEWIDE PARTNERSHIP:

Children and Adults with Attention-Deficit/Hyperactivity Disorder (**CHADD**), is a national non-profit, tax-exempt organization providing education, advocacy and support for individuals with ADHD. In addition to the informative website, CHADD also publishes a variety of printed materials to keep members, parents, and professionals current on research advances, medications and treatments affecting individuals with ADHD. These materials include *Attention* magazine, *Attention weekly*, a free electronically mailed current events newsletter, as well as other publications of specific interest to educators, professionals and parents.

CHADD has three current priority objectives: (1) to serve as a clearinghouse for evidence-based information on ADHD, (2) to serve as a local face-to-face family support group for families and individuals affected by ADHD, and (3) to serve as an advocate for appropriate public policies and public recognition in response to needs faced by families and individuals with ADHD.

CHADD has localized state-affiliated chapters that also provide information and support to families and professionals. [CHADD Website](#)



## ONLINE RESOURCES



### Center for Parent Information and Resources (CPIR)

The link below connects to a webpage that provides brief, but detailed fact sheets on ADHD. The fact sheet gives information about ADHD, describes its characteristics, offers tips for parents and teachers, and provides links to related information and organizations with special expertise as it relates to ADHD.

[CPIR Website](#)

### Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)

CHADD is a national non-profit organization providing education, advocacy and support for individuals with ADHD. In addition the informative website, CHADD also publishes a variety of printed materials to keep members and professionals current on research advances, medications, and treatments affecting individuals with ADHD. [CHADD Website](#)

### National Center for Learning Disabilities (NCLD)

NCLD has compiled a list of up-to-date information and resources to offer guidance and support about Attention Deficit/Hyperactivity Disorder (ADHD). The fact is, ADHD and LD are not the same thing, but ADHD certainly can interfere with learning and impact behavior. As many as one-third to one-half of people with LD also have ADHD. [NCLD Website](#)

### Understood

The goal of this website is to empower parents to understand their children's learning and attention issues and relate to their experiences. With this knowledge, parents can make more effective choices for their children. One can also subscribe to a weekly newsletter pertaining to learning and attention topics. [Understood Website](#)

### ADDitude Magazine

The website provides practical information about raising children with ADHD, including behavior and discipline strategies, help making and keeping friends and organizing for success. There are a multitude of education and learning resources to help students (and the teachers who work with them) succeed at school. While the website also includes the option of a paid subscription to the magazine, the majority of the articles are free and accessible. [Website](#)

### Wisconsin Department of Public Instruction (DPI)

This website has information on how a child with ADHD may qualify for special education services under "Other Health Impaired" (OHI). It also includes links to several online resources related to identifying and programming for students with ADHD. [Website](#)

### Keep Momming

The website has fact sheets regarding symptoms, diagnosis, and treatment options for ADHD. It also has several tools that can be used to help keep your child organized and to assist parents in communicating with teachers. [Website](#)

### WebMD

This website has many resources pertaining to the diagnosis and treatment of ADHD. The website also includes overview of some of the more common medications that are used in the treatment of ADHD. [Website](#)



### Through your Child's Eyes

It's one thing to read about learning and attention issues. It's another thing to see them through your child's eyes. Experience firsthand how frustrating it is when your hand won't write what your brain is telling it to. Or how hard it is to complete a simple task when you have trouble focusing. Use these unique simulations and videos to better understand your child's world.

[View simulations and videos](#)

## Upcoming Statewide Events

### Children Come First Conference— Theme: "Include Me!"

Conference is for those caring for, working with, or concerned with the well-being of children and young adults with social, emotional, and behavioral challenges. This conference brings together professionals, educators, and families, with national experts in the field of children's mental health.

**Date:** Nov. 10-11, 2015

**Location:** Glacier Canyon Lodge, Wilderness Resort, WI Dells

[Information & Registration Link](#)

### Technology for Special Education

**2015**—Featuring sessions on educational, instructional and assistive technology for beginning, intermediate and advanced level learners. Exhibit Hall offers opportunity to learn more about technology services and products.

**Date:** November 16-17, 2015

**Location:** Kalahari Resort and Convention Center, WI Dells

[Information Link](#)

### Self-Determination Conference

This conference works to empower people with disabilities in Wisconsin to have more control over their lives. The conference is for persons with disabilities, their families and professionals who support them.

**Date:** November 9-11, 2015

**Location:** Kalahari Resort, WI Dells

[Information & Registration Link](#)

### Across the Lifespan Conference

Offering opportunities to learn about special education, transition, higher education, assistive technology and employment. As the title implies, "Across the Lifespan" targets all age groups. This includes PK-12, post-secondary education, adulthood and seniors. Attendees represent the fields of assistive technology, education, case management, physical therapy, occupational therapy, speech and language pathology and rehabilitation counselors. Students of these professions, consumers and family members also attend.

**Date:** December 3-4, 2015

**Location:** Chula Vista, WI Dells

[Information & Registration Link](#)

## WI FACETS Phone Workshops



Registration for all FREE phone workshops: Contact Sandra McFarland at 877-374-0511, [smcfarland@wifacets.org](mailto:smcfarland@wifacets.org) or online: [www.wifacets.org/events](http://www.wifacets.org/events)

### Section 504

Date: 8/18/2015, 12-1 pm

Presenter: WI FACETS Staff

### Wisconsin Promise Services for Youth SSI Recipients & Their Families

Date: 8/19/2015, 12-1 pm

Presenter: Ellie Hartman, Promise Grant Coordinator

### Effectively Addressing Behaviors that Interfere with Learning in Inclusive School Settings

Date: 8/26/2015, 12-1 pm

Presenter: Daniel Parker, WI DPI

### Family-School Partnerships: Preparing for Effective Family Engagement (webinar)

Date: 8/27/2015, 12-1 pm

Presenter: Emilie Braunel, WI FACETS

### Best Practices in Community Outreach Relating to Services for Individuals with Disabilities

Date: 9/2/2015, 12-1 pm

Presenter: Barbara Katz, Family Voices of Wisconsin

### Parent Support: How to Cope

Date: 9/9/2015, 12-1 pm

Presenter: Sarah Hardison, ABA WI

### Los Derechos del Padre en el Programa de Nacimiento a 3

Date: 9/11/2015, 12-1 pm

Presenter: Martha Lechuga, WI FACETS

### WSEMS: Dispute Resolution Options

Date: 9/14/2015, 12-1 pm

Presenters: Jan Serak, WI FACETS & Nissan Bar-Lev, CESA 7

### Parent Representation on the Birth to 3 Program ICC: Opportunities for Families

Date: 9/16/2015, 12-1 pm

Presenters: DHS- Birth to 3 Staff

### Division of Vocational Rehabilitation (DVR): What It Is and How It Can Help

Date: 9/23/2015, 12-1 pm

Presenter: Meredith Dressel, DVR

### Bullying

Date: 9/24/2015, 12-1 pm

Presenter: WI FACETS Staff

### Introducción a la Educación Especial

Date: 9/25/2015, 12-1 pm

Presenter: Martha Lechuga, WI FACETS



# HOME-BASED INTERVENTIONS



## Reading Strategies



### Learning about the Sounds Letters Make: Phonological and Phonemic Awareness

Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds like 'money' and 'mother.' When a child struggles with these skills, there are a number of things parents can do to help their child learn letter sounds, parts of words, and syllables.

Try one of these simple activities at home or when you're out and about with your child:

- Help your child think of a number of words that start with the /m/ or /ch/ sound, or other beginning sounds.
- Make up silly sentences with words that begin with the same sound, such as "the little lamb licked the lettuce leaf."
- Play simple rhyming or blending games with your child, such as taking turns coming up with words that rhyme (be – me) or blending simple words (/c/, /a/, /t/ = cat).
- Read books with rhymes. Teach your child rhymes, short poems, and songs.

Additional information and research from Reading Rockets:

[How Now Brown Cow: Phoneme Awareness Activities](#)

[Phonemic Awareness Articles](#)



## Math Strategies



### It's Harvest Time! Working on Developing Number Sense

As summer continues and fall is just around the corner, fruits and vegetables ripen and are ready to be picked. It's the perfect time to have your child help you harvest what grow in your garden or shop at the local farmer's market. Think about all the different ways to use numbers and to build number knowledge. From counting the number of berries that fill a one gallon pail, to measuring how long a zucchini or cucumber has grown, to weighing the pumpkin or melon there are many ways to encourage your child to count and use numbers.

Ask your child the following questions:

- How many fruits or vegetables can fit in a one-gallon pail? How many fit in one quart?
- How much do the fruits or vegetables weigh? (using a scale weigh the pail empty and then full)
- How long or wide is something? Use a measuring tape.

Additional Information & Research:

- *Developing Number Sense in Pre-kindergarten & Kindergarten Children*; Dorothy Y. White. The University of Georgia, [Article Link](#)
- *Helping Your Child Learn Math*; U.S. Department of Education. Practical strategies for teaching math to young children, including fun activities that use everyday situations and materials to teach math. [Article Link](#)

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# CONTRIBUTIONS TO THE NEWSLETTER

To submit contributions, you may use either the [online form](#) or the attached fillable PDF form for contributing articles, events, and resources. Send the PDF form submissions to [woverturf@wifacets.org](mailto:woverturf@wifacets.org).

Deadline for submitting contributions to each month's issue is by the **1st of each month**. For time sensitive training advertisements, the information should be sent a minimum of two weeks prior to the event date; ideally a month ahead of time. Material appropriate for the monthly newsletter include web links to sources of family involvement/parent leadership resources, advertisements for statewide trainings for parents, youth or parent/educator audiences, information about statewide parent agencies, recent research pertaining to family engagement, and family engagement success articles. Family engagement success or impact stories can be written at an individual or family level, classroom level, school building level, district level, county level, CESA level, etc. Your submittal may not be in the final copy of the upcoming month's newsletter if it was in a previous month's email, the event date has passed, the web link doesn't work, or there is already an article in place. Articles and resources will be saved to be used for later newsletters. We reserve the right to edit contributions as needed.

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This monthly update is provided by Wisconsin Family Assistance Center for Education, Training & Support (WI FACETS) to share statewide information regarding parent leadership and family involvement.

**DISCLAIMER:** Inclusion of information in this newsletter does not constitute an endorsement by Wisconsin Family Assistance Center for Education, Training, and Support (WI FACETS), the Department of Public Instruction, the U.S. Department of Education, or the U.S. Department of Health and Human Services.

**NOTE:** If you would like to receive this monthly update or if you would like to have your name removed from the distribution list, please go to <http://www.servingongroups.org/newsletter-signup> or contact: Wendy Overturf at [woverturf@wifacets.org](mailto:woverturf@wifacets.org).



[www.dpi.state.wi.us](http://www.dpi.state.wi.us)

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